



June 2008

**DEPARTMENT OF EDUCATION**  
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at [www.maine.gov/education/mea/index.htm](http://www.maine.gov/education/mea/index.htm).

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron  
Commissioner of Education



## School Report Grade 6

Test Date: March 2008  
Code: 10921292  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

### Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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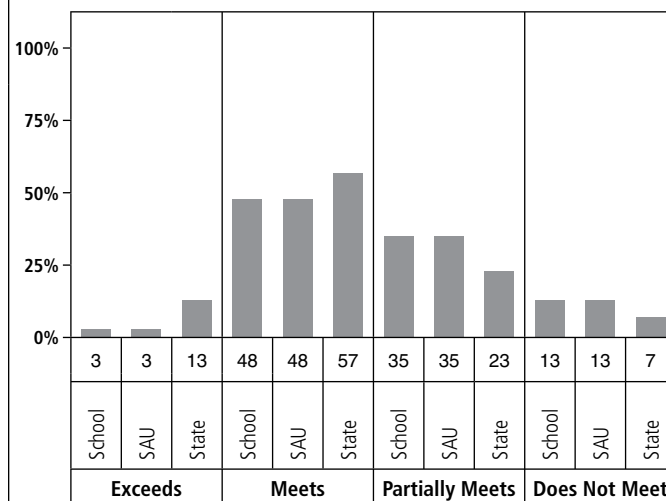
# SUMMARY OF SCORES

Test Date: March 2008  
Grade: 6  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

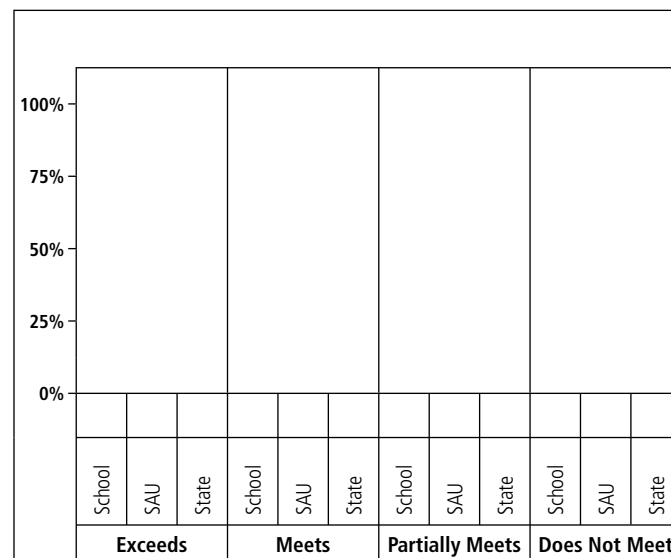
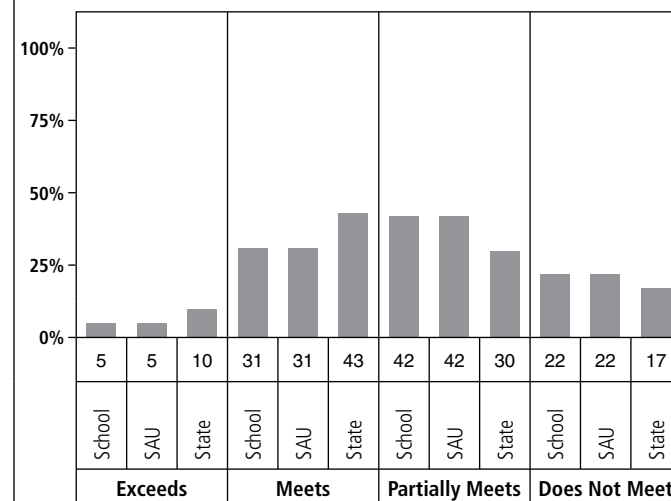
## Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
<b>ELA – Reading</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	<b>642</b>	640	644
		639	646
		<b>642</b>	<b>648</b>
		640	646
<b>Mathematics</b> 2005–2006 2006–2007 <b>2007–2008</b> Cum. Avg. *	<b>637</b>	637	641
		639	643
		<b>637</b>	<b>642</b>
		638	642

### ELA – READING



### MATHEMATICS



\*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

# SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008  
Grade: 6  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

CATEGORY OF PARTICIPATION	Enrollment <sup>1</sup> during testing window						CONTENT AREA PARTICIPATION <sup>2</sup>																							
							ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Total number of students	130	100	131	100	14365	100	129	99	130	99	14266	99	129	99	130	99	14268	99												
Ethnicity African American/Black	4	3	4	3	418	3	4	100	4	100	407	97	4	100	4	100	413	99												
American Indian or Native Alaskan	1	1	1	1	111	1	1	100	1	100	110	99	1	100	1	100	110	99												
Asian or Pacific Islander	0	0	0	0	249	2	0	0	0	0	249	100	0	0	0	0	248	100												
Hispanic	2	2	3	2	149	1	2	100	3	100	147	99	2	100	3	100	147	99												
Caucasian/White	123	95	123	94	13438	94	122	99	122	99	13353	100	122	99	122	99	13350	100												
Not Reported	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0												
Identified disability	21	16	22	17	2518	18	21	100	22	100	2479	99	21	100	22	100	2479	99												
Current LEP	0	0	0	0	349	2	0	0	0	0	339	97	0	0	0	0	344	99												
Economically disadvantaged	53	41	53	40	5335	37	52	98	52	98	5277	99	52	98	52	98	5279	99												
Migrant	0	0	0	0	7	0	0	0	0	0	7	100	0	0	0	0	7	100												

MODE OF PARTICIPATION <sup>3</sup>	ELA-Reading						Mathematics																	
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
<b>Participation without accommodations</b>	110	85	110	84	11613	81	110	85	110	84	11626	81												
Identified disability (PET/IEP)	2	2	2	2	373	3	2	2	2	2	373	3												
LEP	0	0	0	0	187	2	0	0	0	0	187	2												
504 plan	0	0	0	0	149	1	0	0	0	0	150	1												
<b>Participation with accommodations</b>	18	14	18	14	2451	17	18	14	18	14	2446	17												
Identified disability (PET/IEP)	18	100	18	100	1909	78	18	100	18	100	1910	78												
LEP	0	0	0	0	142	6	0	0	0	0	152	6												
504 plan	0	0	0	0	85	3	0	0	0	0	84	3												
Other	0	0	0	0	350	14	0	0	0	0	335	14												
<b>Participation through alternate assessment (PAAP)</b>	1	1	2	2	197	1	1	1	2	2	196	1												
Identified disability (PET/IEP)	1	100	2	100	197	100	1	100	2	100	196	100												
LEP	0	0	0	0	5	3	0	0	0	0	5	3												
504 plan	0	0	0	0	0	0	0	0	0	0	0	0												
<b>Approved non-participation in reading – 1st year LEP</b>	0	0	0	0	5	0																		
<b>Approved non-participation – special consideration</b>	0	0	0	0	24	0	0	0	0	0	24	0												
<b>Non-participation – other</b>	1	1	1	1	75	1	1	1	1	1	73	1												

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

# ELA–READING RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 661–680)	2005-2006			3	2	1176	8
	2006-2007			3	3	1132	8
	<b>2007-2008</b>	<b>4</b>	<b>3</b>	<b>4</b>	<b>3</b>	<b>1817</b>	<b>13</b>
	Cum. Total*			10	3	4125	10
<b>Meets the Standards</b> – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 641–660)	2005-2006			52	41	7612	51
	2006-2007			37	41	8127	57
	<b>2007-2008</b>	<b>62</b>	<b>48</b>	<b>62</b>	<b>48</b>	<b>8072</b>	<b>57</b>
	Cum. Total*			151	44	23811	55
<b>Partially Meets the Standards</b> – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 629–640)	2005-2006			52	41	4080	27
	2006-2007			31	34	3549	25
	<b>2007-2008</b>	<b>45</b>	<b>35</b>	<b>45</b>	<b>35</b>	<b>3194</b>	<b>23</b>
	Cum. Total*			128	37	10823	25
<b>Does Not Meet the Standards</b> – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 600–628)	2005-2006			19	15	2005	13
	2006-2007			20	22	1478	10
	<b>2007-2008</b>	<b>17</b>	<b>13</b>	<b>17</b>	<b>13</b>	<b>981</b>	<b>7</b>
	Cum. Total*			56	16	4464	10

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Total Reading Cluster</b>	<b>56</b>	<b>100</b>	28.7	51.3	28.7	51.3	32.7	58.4
<b>Literary Text</b>	<b>28</b>	<b>50</b>	14.4	51.4	14.4	51.4	16.3	58.2
<b>Informational Text</b>	<b>28</b>	<b>50</b>	14.3	51.1	14.3	51.1	16.5	58.9

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.

# ELA-READING RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	128	4	3	62	48	45	35	17	13	642	128	3	48	35	13	642	14064	13	57	23	7	648
<b>Ethnicity</b>																						
African American/Black	4										4						399	7	47	28	17	642
American Indian or Native Alaskan	1										1						108	4	54	32	10	643
Asian or Pacific Islander	0										0						247	16	60	20	4	650
Hispanic	2										2						145	8	45	34	14	643
Caucasian/White	121	3	2	60	50	43	36	15	12	642	121	2	50	36	12	642	13165	13	58	22	7	648
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	1	5	1	5	13	65	5	25	633	20	5	5	65	25	633	2282	2	29	42	27	636
No	108	3	3	61	56	32	30	12	11	644	108	3	56	30	11	644	11782	15	63	19	3	650
<b>Current LEP</b>																						
Yes	0										0						329	4	44	30	22	640
No	128	4	3	62	48	45	35	17	13	642	128	3	48	35	13	642	13735	13	58	23	7	648
<b>Economically disadvantaged</b>																						
Yes	51	1	2	23	45	18	35	9	18	642	51	2	45	35	18	642	5153	6	51	31	12	643
No	77	3	4	39	51	27	35	8	10	643	77	4	51	35	10	643	8911	17	61	18	4	650
<b>Migrant</b>																						
Yes	0										0						7	14	57	14	14	648
No	128	4	3	62	48	45	35	17	13	642	128	3	48	35	13	642	14057	13	57	23	7	648
<b>Gender</b>																						
Female	61	4	7	34	56	18	30	5	8	645	61	7	56	30	8	645	6967	16	59	20	5	650
Male	67	0	0	28	42	27	40	12	18	640	67	0	42	40	18	640	7097	9	56	26	9	646
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1186	6	41	42	11	642
No	128	4	3	62	48	45	35	17	13	642	128	3	48	35	13	642	12878	14	59	21	7	648
<b>Gifted/talented program</b>																						
Yes	7	1	14	4	57	2	29	0	0	647	7	14	57	29	0	647	557	50	48	2	0	661
No	121	3	2	58	48	43	36	17	14	642	121	2	48	36	14	642	13507	11	58	24	7	647

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

# ELA–READING RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
<b>How much homework do you do on school nights?</b> A. none B. less than one hour C. one to two hours D. more than two hours	19 64 16 2	0 3 1 0	0 4 5 0	12 39 10 1	50 48 50 50	10 28 7 0	42 34 35 0	2 12 2 1	8 15 10 50	643 642 644 636	19 64 16 2	0 4 5 0	50 48 50 50	42 34 35 0	8 15 10 50	643 642 644 636	6 56 34 3	7 13 15 9	43 58 60 46	30 23 20 29	20 6 5 16	641 648 649 643
<b>How well do the questions that you have just been given on this MEA test match what you have learned in school about reading?</b> A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	41 52 5 3	1 3 0 0	2 5 0 0	28 30 3 1	54 45 50 25	18 23 1 3	35 35 17 75	5 10 2 0	10 15 33 0	643 642 640 640	41 52 5 3	2 5 0 0	54 45 50 25	35 35 17 75	10 15 33 0	643 642 640 640	40 48 9 3	17 12 7 3	60 59 45 31	19 23 34 37	5 6 15 29	650 648 643 637
<b>Which of the following best describes how you rate yourself as a student in reading?</b> A. very good B. good C. fair D. poor	22 58 17 3	3 1 0 0	11 1 0 0	15 38 8 1	54 51 36 25	9 23 11 2	32 31 50 50	1 12 3 1	4 16 14 25	647 642 638 637	22 58 17 3	11 1 0 0	54 51 36 25	32 31 50 50	4 16 14 25	647 642 638 637	28 54 16 2	26 9 3 1	58 61 48 37	11 24 37 39	4 6 13 23	653 647 642 637
<b>How difficult was the reading part of this test?</b> A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	14 66 20	0 4 0	0 5 0	7 41 14	39 49 54	6 31 8	33 37 31	5 8 4	28 10 15	637 644 641	14 66 20	0 5 0	39 49 54	33 37 31	28 10 15	637 644 641	15 66 18	10 13 15	48 59 58	27 22 20	15 5 7	644 649 649
<b>How difficult were the reading passages on this test?</b> A. Most of the passages were more difficult than what I normally read. B. Most of the passages were about the same as what I normally read. C. Most of the passages were easier than what I normally read.	11 51 38	0 1 3	0 2 6	1 29 31	7 45 65	8 27 9	57 42 19	5 7 5	36 11 10	631 642 646	11 51 38	0 2 6	7 45 65	57 42 19	36 11 10	631 642 646	9 54 36	2 9 21	37 59 60	37 26 15	23 6 4	638 647 652
<b>How hard did you try on the reading part of this test?</b> A. I tried harder on this test than I do on my regular schoolwork. B. I tried about the same as I do on my regular schoolwork. C. I did not try as hard on this test as I do on my regular schoolwork.	55 43 2	1 3 0	1 5 0	35 26 1	50 47 33	24 20 1	34 36 33	10 6 1	14 11 33	642 642 639	55 43 2	1 5 0	50 47 33	34 36 33	14 11 33	642 642 639	46 50 3	13 14 5	56 60 46	24 21 30	7 6 20	648 649 641
<b>How much time do you spend reading at home each day?</b> A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	12 51 12 26	1 3 0 0	7 5 0 0	9 33 8 12	60 51 53 36	4 21 6 14	27 32 40 42	1 8 1 7	7 12 7 21	647 642 644 639	12 51 12 26	7 5 0 0	60 51 53 36	27 32 40 42	7 12 7 21	647 642 644 639	19 51 12 18	19 15 9 4	58 60 56 50	17 20 26 34	6 5 9 13	651 649 646 643
<b>Optional school/SAU question</b> A. B. C. D.	100 0 0 0	0    	0    	0    	0    	0    	0    	2    	100    	625    	100 0 0 0	0    	0    	0    	100    	625    	    	    	    	    	    	    

# MATHEMATICS RESULTS

Test Date: March 2008  
Grade: 6  
SAU: Lisbon School Department  
School: Philip W Sugg Middle School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
<b>Exceeds the Standards</b> – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 661–680)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	6	5	6 4 <b>6</b> 16	5 4 <b>5</b> 5	1463 2092 <b>1474</b> 5029	10 15 <b>10</b> 12
<b>Meets the Standards</b> – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 641–660)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	40	31	51 33 <b>40</b> 124	40 37 <b>31</b> 36	5914 5731 <b>6008</b> 17653	40 40 <b>43</b> 41
<b>Partially Meets the Standards</b> – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 627–640)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	54	42	38 34 <b>54</b> 126	30 38 <b>42</b> 37	4494 4175 <b>4244</b> 12913	30 29 <b>30</b> 30
<b>Does Not Meet the Standards</b> – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 600–626)	2005-2006 2006-2007 <b>2007-2008</b> Cum. Total*	28	22	31 19 <b>28</b> 78	25 21 <b>22</b> 23	3014 2308 <b>2346</b> 7668	20 16 <b>17</b> 18

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
<b>Cluster 1: Numbers and Operations</b>	19	34	7.8	41.1	7.8	41.1	9.6	50.5
<b>Cluster 2: Shape and Size</b>	15	27	7.3	48.7	7.3	48.7	8.1	54.0
<b>Cluster 3: Mathematical Decision Making</b>	7	13	4.0	57.1	4.0	57.1	4.2	60.0
<b>Cluster 4: Patterns</b>	15	27	6.5	43.3	6.5	43.3	7.5	50.0

- Cluster 1: Numbers and Operations**  
A. Numbers and Number Sense  
B. Computation  
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**  
E. Geometry  
F. Measurement
- Cluster 3: Mathematical Decision Making**  
C. Data Analysis and Statistics  
D. Probability
- Cluster 4: Patterns**  
G. Patterns, Relations, and Functions  
H. Algebra Concepts  
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



# MATHEMATICS RESULTS

## (CONTINUED)

Test Date: March 2008  
 Grade: 6  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
<b>All Students</b>	128	6	5	40	31	54	42	28	22	637	128	5	31	42	22	637	14072	10	43	30	17	642
<b>Ethnicity</b>																						
African American/Black	4										4						409	4	26	35	35	632
American Indian or Native Alaskan	1										1						108	6	26	39	29	635
Asian or Pacific Islander	0										0						247	13	50	25	13	646
Hispanic	2										2						145	9	32	34	25	638
Caucasian/White	121	6	5	39	32	51	42	25	21	637	121	5	32	42	21	637	13163	11	43	30	16	643
Not Reported	0										0						0					
<b>Identified disability</b>																						
Yes	20	1	5	5	25	9	45	5	25	636	20	5	25	45	25	636	2283	2	18	31	49	627
No	108	5	5	35	32	45	42	23	21	637	108	5	32	42	21	637	11789	12	48	30	10	645
<b>Current LEP</b>																						
Yes	0										0						339	5	22	32	41	631
No	128	6	5	40	31	54	42	28	22	637	128	5	31	42	22	637	13733	11	43	30	16	643
<b>Economically disadvantaged</b>																						
Yes	51	3	6	14	27	20	39	14	27	635	51	6	27	39	27	635	5160	4	34	36	26	636
No	77	3	4	26	34	34	44	14	18	638	77	4	34	44	18	638	8912	14	48	27	11	646
<b>Migrant</b>																						
Yes	0										0						7	0	57	43	0	641
No	128	6	5	40	31	54	42	28	22	637	128	5	31	42	22	637	14065	10	43	30	17	642
<b>Gender</b>																						
Female	61	3	5	23	38	23	38	12	20	638	61	5	38	38	20	638	6974	10	43	31	16	642
Male	67	3	4	17	25	31	46	16	24	636	67	4	25	46	24	636	7098	11	42	30	17	642
Not Reported	0										0						0					
<b>Title 1A targeted program</b>																						
Yes	0										0						1192	4	23	43	30	634
No	128	6	5	40	31	54	42	28	22	637	128	5	31	42	22	637	12880	11	44	29	15	643
<b>Gifted/talented program</b>																						
Yes	7	1	14	4	57	1	14	1	14	645	7	14	57	14	14	645	557	53	42	4	0	663
No	121	5	4	36	30	53	44	27	22	637	121	4	30	44	22	637	13515	9	43	31	17	641

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number



# MATHEMATICS RESULTS

## (QUESTIONNAIRE ITEMS)

Test Date: March 2008  
 Grade: 6  
 SAU: Lisbon School Department  
 School: Philip W Sugg Middle School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N			%	%	%	%			%	%	%	%	
How much homework do you do on school nights?																						
A. none	19	1	4	7	29	10	42	6	25	635	19	4	29	42	25	635	6	6	33	31	31	635
B. less than one hour	64	4	5	26	32	33	40	19	23	637	64	5	32	40	23	637	56	11	43	30	16	643
C. one to two hours	16	1	5	7	35	9	45	3	15	640	16	5	35	45	15	640	34	11	45	30	14	644
D. more than two hours	2	0	0	0	0	2	100	0	0	635	2	0	0	100	0	635	3	6	33	32	28	636
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	45	3	5	20	35	24	42	10	18	640	45	5	35	42	18	640	45	14	47	28	11	646
B. They match some of what I have learned.	47	3	5	19	32	26	43	12	20	637	47	5	32	43	20	637	43	8	43	33	17	641
C. They match just a little of what I have learned.	6	0	0	1	13	4	50	3	38	628	6	0	13	50	38	628	9	6	30	33	32	635
D. There is no match.	2	0	0	0	0	0	0	3	100	611	2	0	0	0	100	611	3	5	15	25	54	626
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	30	4	11	16	42	13	34	5	13	643	30	11	42	34	13	643	29	24	51	17	8	651
B. good	44	2	4	17	30	29	52	8	14	638	44	4	30	52	14	638	48	6	45	33	16	641
C. fair	21	0	0	6	23	8	31	12	46	631	21	0	23	31	46	631	19	1	29	42	28	634
D. poor	5	0	0	0	0	3	50	3	50	625	5	0	0	50	50	625	3	0	15	41	44	627
How difficult was the mathematics part of this test?																						
A. harder than my regular schoolwork	24	1	3	11	35	10	32	9	29	635	24	3	35	32	29	635	24	5	38	33	24	638
B. about the same as my regular schoolwork	63	4	5	25	31	36	45	15	19	638	63	5	31	45	19	638	62	9	45	31	14	643
C. easier than my regular schoolwork	13	1	6	4	25	7	44	4	25	635	13	6	25	44	25	635	14	26	43	20	12	650
How hard did you try on the mathematics part of this test?																						
A. I tried harder on this test than I do on my regular schoolwork.	50	3	5	22	34	22	34	17	27	636	50	5	34	34	27	636	48	10	41	32	17	642
B. I tried about the same as I do on my regular schoolwork.	47	3	5	17	28	31	52	9	15	639	47	5	28	52	15	639	49	12	45	28	15	644
C. I did not try as hard on this test as I do on my regular schoolwork.	3	0	0	1	25	1	25	2	50	625	3	0	25	25	50	625	3	9	33	27	32	637
How often do you use hands-on materials in mathematics class?																						
A. almost every day	9	0	0	4	33	8	67	0	0	637	9	0	33	67	0	637	17	8	39	30	22	639
B. two or three days a week	35	3	7	16	36	15	33	11	24	639	35	7	36	33	24	639	34	11	44	31	14	643
C. two or three times each month	35	1	2	15	34	19	43	9	20	637	35	2	34	43	20	637	31	12	44	29	15	644
D. never or almost never	20	2	8	5	19	11	42	8	31	635	20	8	19	42	31	635	18	10	42	31	18	642
How often do you use calculators in mathematics class?																						
A. almost every day	7	1	11	2	22	3	33	3	33	638	7	11	22	33	33	638	11	11	37	29	23	641
B. two or three days a week	34	3	7	17	40	16	37	7	16	639	34	7	40	37	16	639	32	11	44	30	15	643
C. two or three times each month	34	2	5	11	26	19	44	11	26	635	34	5	26	44	26	635	32	11	45	30	15	643
D. never or almost never	26	0	0	10	30	16	48	7	21	636	26	0	30	48	21	636	26	9	40	32	19	641
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	6	0	0	1	13	7	88	0	0	634	6	0	13	88	0	634	7	6	29	33	32	635
B. 30–45 minutes	31	2	5	9	23	15	38	13	33	634	31	5	23	38	33	634	37	8	39	34	20	640
C. 45–60 minutes	52	3	5	23	35	27	41	13	20	639	52	5	35	41	20	639	42	13	47	28	12	645
D. more than 60 minutes	11	1	7	6	43	5	36	2	14	639	11	7	43	36	14	639	15	12	46	27	15	644
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	2	100	613	100	0	0	0	100	613						
B.	0										0											
C.	0										0											
D.	0										0											